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ABSTRACT

As open access institutions, the mission of the Wisconsin technical colleges is to enhance the lives of all residents of the state. To achieve this, the system has adopted the following 12 strategies: (1) revise the missions and purposes of the 16 system colleges to ensure that they provide services to all residents; (2) focus on education and the value of the education and training to the state and its residents; (3) ensure that the colleges meet accreditation requirements of the North Central Association for equity, access, and diversity; (4) keep fees and tuition affordable; (5) identify the purpose of basic skills and indicators that can be used to determine the degree to which those purposes are being achieved; (6) use local college funds to support programs that enhance diversity; (7) market the colleges' transfer program to enhance the system's position and recruitment efforts; (8) highlight the relationship between education and higher incomes, lower unemployment rates, and increased tax revenues to the state; (9) strengthen partnerships with high schools to capture a greater share of high school graduates; (10) value the differences of each college in the system and their uniqueness in Wisconsin's system of postsecondary education; (11) recognize the academic achievements of individual student groups and help groups that fall behind; and (12) continue to encourage diversity. The system's mission and purpose statements; data on the characteristics of 1995-96 graduates, transfers to and from the University of Wisconsin, and System students by college; and a map of districts and colleges are attached. (HAA)

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ADVOCATING ACCESS INTO THE WISCONSIN TECHNICAL COLLEGE SYSTEM

by

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Second Annual Conference
Strategies for Success in the WTCS
Madison Area Technical College
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ADVOCATING ACCESS INTO THE WISCONSIN TECHNICAL COLLEGE SYSTEM

mission and purpose of technical colleges...

It is great to be back with you and share some thoughts about the Wisconsin Technical College System and how it can be an instrument to improve all people of Wisconsin. As an open access institution, the Colleges are charged with a variety of purposes to enhance the lives of residents of the state. Specifically, then, to provide access to minority populations is to comply with Section 38.001 of the Wisconsin statutes¹. The 16 Colleges have the specific mission of:

- ***enabling*** persons to fully participate in the labor force;
- ***focus on job training and retraining;***
- ***recognize*** the rapidly changing educational needs to keep current;
- ***facilitate*** educational options;
- ***foster*** economic development;
- ***provide*** associate degree and other programs below the bachelor's degree;
- ***function cooperatively*** with other educational institutions;
- provide services to ***all members of the public.***

¹ See Appendix A

Our mission, makes us enablers, promoters of economic development, partners with other institutions, service all publics, and facilitators. Further, our focus is job training and retraining.

The purpose of the Wisconsin Technical College System is outlined in Section 38.001 of the Code with principal and secondary purposes:

Principal purpose:

- to provide occupational education and retraining programs;
 - Maintain accreditation standards in its course offerings
- provide customized training.

Secondary purpose:

- with secondary schools
 - Contract with secondary schools;
 - Coordinate and cooperate.
- Provide collegiate transfer;
- Provide community services;
- Provide education in basic skills to enable students to effectively function at a literate level in society;
- Provide education and services which address barriers created by stereotyping and discriminating and assist minorities, women, and the handicapped or disadvantaged to participate in the work force and the full range of technical college programs and activities.

Let me then, reiterate, advocating access and services for the minorities populations is the right thing to do, the legal thing to do; the Wisconsin statutes

require institutions to provide these services. To focus on the last statement, the technical colleges:

- ***address barriers created by stereotyping and discrimination*** and
- ***assist*** minorities, women, and the handicapped or disadvantaged ***to participate*** in the work force and the full range of technical college programs and activities.

Our first strategy, then as advocates for access to the Wisconsin Technical College System, is to revisit our mission and purpose in each of our technical colleges and insure they provide services to all the residents. The basis for advocacy for service to the diverse population then, it to comply with Section 38.001.

Although we are not very optimistic about the enforcement of statutes as they relate to equality and fairness, we must continue to advocate for the service to all communities and use the legal system to address the issues of discrimination. Recent court cases have casted a shadow of doubt and fear in the minority communities. There has been an increase of hate crime and other indicators of ethnic and diversity intolerance. More than half of the California voters, 54%, voted for Proposition 209 which eliminates all affirmative action programs in the state². The Federal Appeals Court affirmed the constitutionality of the Proposition. The equal protection clause of the Constitution was not violated, so stated the Court. Whether these California laws and programs had an impact

² The Chronicle of Higher Education, April 18, 1997, Page A28

on accessing higher education and other programs in California is beyond the scope of the discussion today; what is clear, is that a message of lack of value for diversity has been issued in the state. These change in the electorate and the mood of the State has influenced the view that other states have towards diversity populations. It has also influenced the minority's own perspective about themselves and their chances of accessing higher education..

value education and training... ..

Not only do minorities have to contend with the overall hostile climate against diversity but also the impact of the changes in financial aid for our students, the amount, and the 150% rule for completion of a program. Ability to benefit and all other string of requirements make the experience almost unbearable at times. The requirements of welfare reform, W-2, for work rather than education point to a society that has lost sense of what are the purposes of education. It is difficult to understand at times, without looking at the issue of ethnicity and gender, how the building of an educational system that provided such excellent service to a non diverse population is not being funded to provide services to a growing minority population. We must continue to advocate for the value of education, how it enhances the society, how an educated society is more valuable than one that is not. While the manufacturing industry may be one of our economic strengths in Wisconsin, and business leaders demand people to be "trained", we must advocate for the **education** of all people,

whether they are in technical colleges, the University, or University of Wisconsin Centers. We must advocate for education, for the *value of being educated*, not trained. The issue of general education and how it impacts the minority population is beyond the scope of my talk today; however, it should be evident that other systems within the state do require a significant number of general education courses for their degrees. This is significant in Wisconsin since we have focused our energies and our marketing efforts in training and employment rather than education. Even if we were to concentrate on training, the issue of how much to teach in a relative short time when there is an explosion of knowledge in the work place needs to be examined. Technology is changing rapidly and our programs cannot teach all of the technology that exists today. We must teach our students the ability to learn and transfer the skills to other aspects of their jobs and employment.

Strategy two, focus on education, the value of being educated to our society, the individual, and the State.

***external environment influences enrollment and
achievement...***

The climate then, of intolerance, and lack of value for diversity most likely impact our communities and our access to services, higher education being one of them.

Immigration laws that have restricted benefits for resident aliens [those here legally admitted] but not citizens yet, have also impacted those populations with a high immigration rate, e.g., Mexican Americans, Central Americans, and those who have been in this country for many years but did not become naturalized. This national lack of appreciation for immigrations impacts us, those who immigrated to the country. The relationship of our government to certain countries determines how the US government treats minorities with that ethnic origin. When relations are strained with Mexico, Mexican Americans feel the intensity while when relations are positive those minority populations are not adversely impacted. Asian countries in California, specifically Japan, have good relations there due to the positive relations of the government with Japan. We need to explore these issues, how our relationships with other countries impact those with that origin. Note that the treatment is adverse for all people whether they migrated recently or not.

The impact of a US Court of Appeals, Fifth District Texas court decision which forbade the University of Texas, Austin to affirmative action in its admissions has had an adverse impact on the admission of minority students; however, the impact is reported as "mixed." Note the following changes in admissions and applications:

- Number of students admitted for 1997 vs. 1996

	<u>Mexican American</u>	<u>Black</u>
1997	18	5
1996	70	65

- Undergraduate applications fell 24% for Blacks and 22% for Hispanics
- Total application decline was 13%
- New Admissions criteria:
 Diminished role of test scores and class rank
 More weight to graded essays, awards won, and community service³

Advocating change and service must continue in the Courts for to be complacent and accept its "course" would adversely impact the services of the Wisconsin Technical Colleges in our communities.

accreditation requirements for equity, access, and diversity

Accreditation agencies have requirements for diversity in their criteria. I will discuss in my presentation how the North Central Association (NCA), the regionally accreditation agency in Wisconsin, process can also help you to insure advocacy for access to the Wisconsin Technical Colleges. Here, it is sufficient to point out that the mission and purpose is addressed in criterion one

³ The Chronicle of Higher Education, April 18, 1997, Page A28

of NCA's five criterion and 24 General Institutional Requirement for accreditation.⁴

Strategy number three, examine the mission and purpose of your technical college to determine if it fulfills North Central Association requirements for accreditation when the college conducts its own self-study and the visitation team visits your campus to validate the self-study. Note criterion one:

The Institution has clear and publicly states purposes consistent with its mission and appropriate to an institution of higher education

basic skills at low cost are crucial for access...

There are issues unique to our mission and purpose in regards to academic skills required to succeed in occupational programs. As a footnote here, although we are talking about programs, most of our enrollments are in courses⁵. The issue might be academic prerequisites for courses rather than academic prerequisites for programs. There are various issues related to providing access to our populations in the area of basic skills. The goals and purposes of these course do not aid us in our discussion because they are varied and not focused on a single purpose. The following goals may be associated with students who enroll in basic skills courses:

courses for qualification to enter occupational areas;
courses for completion of adult basic literacy;
courses for lifelong learning.

⁴ Handbook of Accreditation, 1994-96, September 1994. Pp. 19-27; 33-35

⁵ See Demographic composition of the 1995-96 graduates in Appendix B

Adult basic education is one of the purposes of the existence of our system and the former title of the System reflected this purpose, Wisconsin Vocational Technical, and Adult Education. The new system's name does not contain the terms "vocational" or "adult education," **Wisconsin Technical College System**. I do not think that the function of basic skills, adult education, has been eliminated; however as we continue to deliver these programs, the issue of cost to our populations needs to be considered whenever we try to modify courses to make them fee paying courses.

The payment of tuition for courses is a deterrent to access and we must continue to advocate that fees, in whatever fashion, even if they covered by financial aid, do adversely impact our population since most of the underrepresented groups live below the poverty level. Children living poverty is 13.1% in 1994 in Wisconsin⁶. And ⁷ Milwaukee's children were the worst off of 50 cities in a variety of indicators of children's well being indicators. For example, "None of the other 49 cities saw its child poverty rise faster between 1969 and 1989 than Milwaukee,... climbed from 14% in 1969 to 38% in 1989. The Governor's Commission on Minority Participation in Vocational and Technical College Education⁸, 1990, made various proposals aimed at

⁶ Milwaukee Journal Sentinel, Section B, March 16, 1997

⁷ Milwaukee Journal Sentinel, February 19, 1997

⁸ Minority Participation in Wisconsin's VTAE System, Strategies for Success, Executive Report, Governor's Commission on Minority Participation in Vocational-Technical Education, October 1990

improving basic skills, provide financial aid to prevent poverty from accessing the system, provide access to information, and improve the underrepresentation of faculty, staff, and management. Therefore, lack of basic skills has been one of the detriments to accessing the system and we must continue to advocate for its offering at the colleges. The Wisconsin Colleges are no different from other open access institutions in other states in regards to students not having the required academic skills to enter programs. The contrast between the largest two cities in Wisconsin, Madison and Milwaukee, was highlighted in an issue of the Journal/Sentinel. While Madison has higher incomes, higher participation in higher education and in other social indicators, Milwaukee is the opposite. While tuition increases might be affordable in a affluent community, it is not necessarily the same in other communities such as Milwaukee.

Fourth strategy, insure that we keep a watchful eye for the increases in tuition and fees. We must continue to keep our population's ability to pay for fees as a deterrent to access..

For the movement of students from one level to another one, research is needed to insure that students, those who choose to move from basic skills to occupational programs, are indeed moving and entering programs. Longitudinal studies need to address the following:

- Indicate what is expected of your students. What do they look like after they have gone through the program? Where are they going?

- Identify effectiveness indicators that show the movement of students from one level to another; or how they are effectively functioning in the community.

These indicators are needed to continue to advocate how the basic skills can help students realize their potential by moving into occupational programs/courses, transfer to a four year institution, or be productive and participant members of our society. There are arguments against providing basic skills. The argument goes as follows: "they already had it in high school/junior high school/elementary school/, why should I pay for it again." The justification for the charging of tuition or for eliminating these programs based on what other professionals in the educational system did not achieved looses the whole point of ACCESS. An open access institution provides the last chance, the hope, to improve and realize the individual's potential. We are not in a culture that devalues the individual, in fact, we believe that individuals are important, we must not forget this, we must continue to advocate, remediation, regardless of where it occurred.

We can do this through the ***Fifth strategy***, through the accreditation process. Insure Criterion 3 committee of the accreditation process is assessing basic skills and Criterion 5 committee can document that the institution is fulfilling the requirement of providing access, equity, and diversity. North Central Association criterion 3 is that "The "institution is accomplishing its educational

and other purposes," while in criterion 5 that the institution demonstrates integrity in its practices and relationships. The institution has to demonstrate that it means what it says, that policies and procedures, and practices are indeed followed and practiced rather than being published for "show" or for legal requirements. The Commission has published a statement on access, equity, and diversity.⁹ Note the value of diversity in institutions:

diversity enriches the quality of American higher education and helps to prepare graduates to live and work in a culturally pluralistic, interdependent world. /Page 55/

The Commission further expects the institutions to communicate to its publics the value of diversity and to support individual groups:

which can strengthen an institution....each institution [is encouraged] to examine its own character, to find its proper balance between the benefits of diversity and the values of community, and to communicate these views to the public. /Ibid./

Environments have to be created and supported for these groups and individuals:

the Commission expects an institution to create and maintain a teaching and learning environment that supports sensitivity to diverse individuals and groups. /Ibid./

Seeing our commonalties and differences are to be examined and discouragement of discrimination is expected:

the commission expects an affiliated institution to discourage acts of racism, sexism, bigotry, harassment, and violence while it teaches students and faculty alike to see in proper perspective the differences that separate and the commonalties that bind all peoples and cultures. /Ibid./

⁹ All quotes are from Handbook of Accreditation, 1994-96, September 1996, North Central Association, Chicago

Correcting policies and practices that allow inequitable treatment of groups is also required:

To create and maintain this environment, institutions should identify and correct any existing policies and practices that allow inequitable treatment of current and potential faculty, students, staff, and any other groups they serve. /ibid./

North Central Association's criteria, then, provide the framework for reviewing your institution's commitment and outcome to the requirements of access, equity and diversity.

support diversity programs with local funds, minimize special grants

Support of programs which enhance diversity with District funds is essential. We have to move from being funded through special funds, set aside, and spend District funds for those programs which help us retain and recruit students to the Colleges. With the uncertainty of funding, it is difficult at times to know if a program stays or goes depending on funding priorities in the "soft areas." It is time that we advocate for the expenditure of funds in programs which help the institution enhance the diversity of the college and insure there is opportunity for access for all.

Sixth strategy. advocate for funding positions from District funds rather than "soft" or "special" funding projects. When a vacancy occurs, examine your human resources and determine what you need in the enhancement of diversity both in academic affairs and student services. Role models are crucial for

minority students to feel welcomed and to succeed in their educational goals. Sometimes this is used by some institutions for not enhancing their human resources with diverse groups. They figure "we do not have minorities here," "therefore;" we do not need any minority personnel. I disagree with that statement, diverse personnel enrich the lives of non-minority groups. The latter must see and experience people from diverse backgrounds. Given the demographics of the 1990's, most people will have a contact with a minority person at one point or another. If one lives in Southeastern Wisconsin, the chances are 100%.

be comprehensive in your offerings to enhance the position of the college in recruitment efforts

An important function of the Wisconsin Technical College is to provide a ***collegiate transfer*** program¹⁰. Although three colleges have this program in the system, Milwaukee, Madison, and Nicolet, we must not overlook it as a source of minority students to the four-year programs. I know the hesitancy of many in promoting the transfer function since they view it as a detriment to our basic purpose of providing job entry level skills; however, we must not be hesitant of our mission and purpose. Becoming a feeder of lower division students to the University System is not in the culture or the value of the People of Wisconsin and we will not ever be like Arizona, California, or other states with Community

¹⁰ See November 20, 1996 report on the 1995-96 UW and WTCS Transfer Information in Appendix C

College Systems which view themselves as lower division institutions for four-year colleges. We must advocate ourselves as collegiate transfer schools with the strength of an occupational focus and experience.

Seventh strategy, market our three colleges of collegiate transfer program to our minority students who are interested in a four-year degree, develop transfer centers to facilitate the movement of students from the technical college to the university, and provide strong linkages with four-year colleges. The college is then viewed as providing a comprehensive program for all its students, specially in Madison, Milwaukee, and Nicolet. Further, many occupational programs have a four-year option, e.g., business, hospitality industry, and others. Why not market these four year programs at technical colleges and enhance the access to our diverse populations?

education is related to higher income and lower unemployment rates... ..

Once we advocate that education enhance and improves our society, we must then turn to the economic benefits of people with an education and/or degrees. The higher the degree, the higher the income. Unemployment is also associated with education, the higher the degree, the less unemployment for each of the degree categories.¹¹ Higher wages for a technical education was also reported in Job Opportunities in the Milwaukee Labor Market.¹²

¹¹ See Time, January 20, 1997

Income and Education
Ethnicity

	<u>White</u>	<u>Black</u>	<u>Hispanics</u>
No High School	13,193	11,077	11,386
High School	19,265	15,260	16,714
Some College/ Associate Degree	21,357	17,768	19,215
Bachelor's Degree	33,092	27,457	28,260
Advanced Degree	49,346	39,088	41,296

Education and Income
Gender

	<u>Males</u>	<u>Females</u>
No High School	14,934	9,311
High School	22,978	14,128
Some College/ Associate Degree	25,660	16,023
Bachelor's Degree	40,039	23,991
Advanced Degree	58,324	33,814 ¹³

¹² Thinking About the Future: Job Opportunities in the Milwaukee Labor Market, Undated, Milwaukee Labor Market Project

¹³ AACC Annual, 1995-96, American Association of Community Colleges, page 9

Typical Starting Salaries
Milwaukee Area, May 1996

<u>Qualifications</u>	<u>Per Hour Starting Salary</u>
Four-year college degree or more	18.04
Two-Year college associate degree	11.87
Technical-training, certificate, license or occupation-specific work experience	10.32
High school graduate, no experience	6.85

Income differentials are apparent between minority groups and according to gender indicating that there are factors which impact income in relationship with the degree earned.

Eighth strategy, advocate that education produces tax revenue and decreases the dependency of individuals on government for living, it makes sense economically to have an educated labor force.

we need to look at our high school students as a source of students for out technical college system... ..

We need to look at the high school graduates again. Why do we have less than 10% enrolling in technical colleges? There are indicators which may lead us to believe that students are being turned off by the schools, for example, expulsions have jumped almost 40% in 1995-96¹⁴ and truancy, defined as being

¹⁴ Milwaukee Journal/Sentinel, March 22, 1997

absent without a valid excuse on 10 days a semester, or 5 out of 10 days, rates continue to raise, 14% from 1995-96, and 25% over a two-year period. We must advocate the recruitment of minority students from the high schools and continue to be an institution of last resort for those who are pushed out of the schools. We need to provide leadership in the establishment of program for students who are not into being number one in the ACT or the SAT.

Ninth strategy, continue to strengthen your partnerships with high schools to insure students know about the technical college system.

be sensitive to the unique needs of new student populations...

Our students are diverse and need a variety of services; however, we must continue to insure that women are provided with services for child care. A recent USA SNAPSHOT, those boxes that appear in color in the US News had a high number of women in the labor force in the Midwest in 1994. Surprised? I certainly was, we are third in the nation:

Women in the Workforce: Full and Part-time

Minnesota	69.8%
Alaska	67.5%
Wisconsin	67.3%
Nebraska, Colorado, New Hampshire	66.9%
South Dakota	65.7%
North Dakota and Iowa	65.6%
Utah	65.5% ¹⁵
US.....	60.0%

Wisconsin has a high percentage of women who are in the labor force. We must advocate that equal access for women is different than for men and we have to provide special services for women. ***Tenth strategy***, advocate for equal access to women through child care and other services.

value our differences and uniqueness in Wisconsin ...

Let's us recognize that although we are a system of Technical Colleges, we are very unique and different. We have to support one another and insure

¹⁵ US News, January 27, 1997, USA SNAPSHOTS

Eleventh strategy. recognize the unique differences of each of the colleges and help each other achieve the goal of providing educational services to a diverse population in Wisconsin.¹⁷

progress is not equal among groups; help those who are behind

While some minority populations have achieved educational progress, it is not the same for all populations. Some in fact, have declined their participation in education. Minorities in Higher Education of the American Council on Education, 14th Annual Report indicates whites remained relatively the same, while Blacks gained ground but Hispanics increased relatively little:

Percent of High School Completion Rates
Fall 1973 through 1994

<u>Year</u>	<u>White</u>	<u>Black</u>	<u>Hispanic</u>
1973	82.8	66.8	55.2
1994	82.6	77.0	56.6
Differential:	.2	10.2	1.4 ¹⁸

¹⁷ For a statistical outlook of the sixteen colleges, see WTCS Facts, published annually by the Wisconsin Technical College System

¹⁸ Minorities in Higher Education, American Council on Education, 13th and 14th Annual. The 15th Annual, most current one is available now.

Twelfth strategy, recognize the unique differences of each of the groups and encourage diversity for all.

To summarize, it makes political, social, economic, and legal sense to advocate for equal services to all populations. The following strategies have been suggested to enable the Wisconsin Technical College System to provide equal educational opportunity for all its residents:

1. Revisit your college's mission statement and purpose;
2. Advocate the value of education;
3. Connect the issue of access and equal educational opportunity with the North Central Association requirements for accreditation;
4. Keep a watchful eye for increases in tuition and fees;
5. Identify the purpose of basic skills and identify indicators that can monitor the degree to which those purposes are being achieved, use the North Central Association requirements for criterion 3 and 5;
6. Fund positions that enhance diversity through College funds;
7. Enhance the System's position of comprehensives through the marketing of the collegiate transfer program;
8. Point out the economic benefit of an educated person in terms of tax revenues to the state;
9. Strengthen partnerships with high school to capture a greater share of the high school graduates;
10. Recognize the unique differences between the colleges and help one and another achieve diversity goals;

¹⁸ Minorities in Higher Education, American Council on Education, 13th and 14th Annual. The 15th Annual, most current one is available now.

11. Recognize the academic achievements of each group and encourage those who achieve to help the others that are coming behind;
12. Continue to advocate for diversity.

Thank you for your invitation. Questions?

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APPENDIX A
PURPOSES OF THE WISCONSIN TECHNICAL COLLEGE
SYSTEM

Milwaukee Area Technical College is a public institution with specific charges emerging from legislation which created the college. One of 16 technical colleges in the State, it has a specific mission and purpose:

Mission

enable eligible persons to acquire the occupational skills training necessary for full participation in the work force;

stress job training and retraining;

recognize the rapidly changing educational needs of residents to keep current with the demands of the work place;

facilitate educational options for residents;

foster economic development;

provide education through associate degree programs and other programs below the baccalaureate level;

function cooperatively with other educational institutions and other governmental bodies;

provide services to all members of the public.

Purpose

Section 38.001 of the Wisconsin Statutes states that the *principal purposes* of the colleges are to:

Provide occupational education and training and retraining programs, including the training of apprentices, that enable residents to obtain the knowledge and skills necessary for employment at a technical, paraprofessional, skilled or semiskilled occupation; such programs include general education courses to facilitate student achievement in occupational skills training. The district boards should maintain courses at standards acceptable to national, regional and professional accrediting agencies and associations;

Provide customized training and technical assistance to business and industry in order to foster economic development and the expansion of employment opportunities;

Additional purposes are to:

With secondary schools;

Contract with secondary schools to provide educational opportunities for high school age students in order to enhance their potential for benefiting from postsecondary education and for obtaining employment;

Coordinate and cooperate with secondary schools to facilitate the transition of secondary school students into postsecondary technical college education through curriculum articulation and collaboration

Provide **collegiate transfer** program;

Provide **community services** and avocational or self-enrichment activities;

Provide education in **basic skills** to enable students to effectively function at a literate level in society;

Provide education and services which address barriers created by stereotyping and discriminating and assist minorities, women, and the handicapped or disadvantaged to participate in the work force and the full range of technical college programs and activities.

APPENDIX B

DEMOGRAPHIC COMPOSITION OF THE 1995-96 GRADUATES

DEMOGRAPHIC COMPOSITION OF 1995-96 GRADUATES

The following table shows the sex and ethnicity of all of the 15,785 1995-96 graduates by type of degree granted and by instructional division. There are 3,522 more females than males. Minorities represented 8.0 percent of all graduates, while 2.3 percent of the graduates did not report their ethnicity. (Please note N/R means Not Reported.)

	Male	Female	N/R	Total	Amer Indian	Asian Amer	Afri Amer	His- panic	White	N.R
ASSOCIATE DEGREE	2,780	4,621	5	7,406	60	97	215	103	6,857	74
SHORT-TERM	1,639	3,136	28	4,801	62	49	241	71	4,161	27
1-YEAR TECH DIPLOMA	1,148	1,781	2	2,931	22	95	146	44	2,563	61
2-YEAR TECH DIPLOMA	485	25	0	510	5	18	5	4	474	4
COLLEGE PARALLEL	63	74	0	137	1	3	18	4	109	6
TOTALS	6,115	9,637	33	15,785	150	262	625	226	14,164	353
PERCENT OF TOTAL	38.7	61.1	0.2	100.0	0.9	1.7	4.0	1.4	89.7	2.3
AGRIBUSINESS	288	163	2	453	0	2	3	6	431	11
BUSINESS	515	2,268	0	2,783	16	46	110	30	2,563	18
MARKETING	341	841	2	984	8	11	27	34	894	10
GRAPHICS	128	134	0	262	2	12	4	6	235	3
HOME ECONOMICS	108	625	0	733	7	20	71	7	611	17
INDUSTRIAL	1,674	140	2	1,816	17	80	65	24	1,598	32
HEALTH	1,181	5,039	23	6,243	75	51	224	82	5,595	218
SERVICE	855	376	1	1,232	20	7	88	25	1,060	32
TECHNICAL & TV	953	177	3	1,133	4	29	15	8	1,060	17
GENERAL EDUCATION	72	74	0	146	1	4	18	4	117	2
TOTALS	6,115	9,637	33	15,785	150	262	625	226	14,164	353
PERCENT OF TOTAL	38.7	61.1	0.2	100.0	0.9	1.7	4.0	1.4	89.7	2.3

AGE GROUPS OF GRADUATES

The largest number of graduates (4,870) is in the 20-24 year age group, which represents 30.8 percent of the total.

	Number	Percent
15 and under	14	0.1%
16-19 years	2,814	17.8%
20-24 years	4,870	30.8%
25-29 years	2,445	15.5%
30-34 years	1,874	11.9%
35-44 years	2,632	16.7%
45-54 years	878	5.6%
55-64 years	157	1.0%
65 +	15	0.1%
Not Reported	86	0.5%

TOTAL	15,785	100.0%
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APPENDIX C
UW AND WTCS TRANSFER, 1995-96

ITEM: 1995-96 UW and WTCS Transfer Information

1995-96 is the fifth year that transfers from the technical colleges to the UW, as well as from the UW to the technical colleges, have been reported to the Joint Administrative Committee on Academic Programs (JACAP).

Staff will provide an overview of the data from the UW and WTC systems.

1995-96 WTCS TRANSFER INFORMATION

SUMMARY The attached material presents the annual headcount statistics on students transferring from the UW to the Wisconsin Technical College System (WTCS) during the past academic year, and includes:

- A summary narrative description, with changes from the 1994-95 data enclosed in brackets [];
- Technical colleges accepting UW credits;
- Demographic characteristics of transfer students; and
- Information on the total transfer of students into the WTCS from 1991-92 through 1995-96.

JH:YKG
Attachments

500/I/34
10/14/96

UW TRANSFERS TO THE WTCS

Introduction

1995-96 is the fifth year the WTC System has collected "The institution from which credits were accepted" if each of the following three conditions are met:

- It is the institution last attended;
- The credits were transferred in that academic year; and
- The student is accepted into a WTCS degree, diploma or certificate program.

In this past academic year, 3,146 students [up 468] who met all of the above three conditions transferred into the WTCS from the UW. They represent 49.1 percent [up from last year's 46.8 percent] of the total 6,406 transfers [up 679] reported.

Enrollment by Technical College

The table titled "Technical Colleges Accepted UW Credits in 1995-96" is arranged with the sending UW campuses down the left side as rows, and the receiving technical colleges across the top as columns--both are arranged in descending order from top to bottom and left to right. Eight technical college districts received the most transfer students from those UW campuses, including two-year centers, within their borders. The other eight districts had fewer, including Nicolet which has no UW campus within its boundaries.

The top three colleges changed positions, with Madison accepting the largest number of transfer students at 674 [up from 294 and third place last year]. Milwaukee remained second with 516 transfers [up from 399]. While Northeast was down only 8 students from 1994-95 it moved from the first to the third position, because of the large increases reported by Madison and Milwaukee. Maintaining their fourth and fifth positions were Fox Valley with 278 transfer students [up from 234 transfers] and Waukesha with 191 transfers [though decreasing from 221 in 1994-95].

Age Characteristics

Compared to total transfers, UW students had a lower percentage among all age groups except for the two youngest. The percentage for the 19 and under age group among total transfers was 13.7 percent while the percentage among UW transfers was 16.2 percent. The corresponding percentages for 20-24 year olds were 36 percent among total transfers and nearly 42 percent among UW transfers. The most interesting occurrence is the dramatic increase in the numbers of UW and total transfers reported in the less than 15 through 19 age group. The total number increased from 183 in 1994-95 to 877 in 1995-96 while the number for the UW System went from 78 to 511. The fact that large numbers of transfer students in this age group were not reported by only one or a few districts strongly suggests that reporting error can be ruled out as an explanation for the increases.

Gender Characteristics

The 1995-96 UW transfer students were 59.6 percent female [up from 58.8 percent], and just over 40 percent male. Since 1991-92, males have declined from 44 percent. These percentages are consistent for all transfers into the WTCS in this past fiscal year, 60 percent female and 40 percent male.

Ethnicity Characteristics

The numbers of Blacks and Asian Americans transferring from the UW to the technical colleges has increased over the five years for which data has been collected. The percentages for all minority students was higher for the total transfers into WTCS than it was for those students transferring from the UW. The percentage for whites was 92.5 for UW transfers, while all transfers were 91 percent white.

Disability Characteristics

The UW transfer students who self-identified as being disabled were three percent [down from 5 percent in 1994-95], compared to just over four percent of all transfers into the technical college system. This is the first year UW transfer students with disabilities have decreased since this information was first reported in 1991-92.

Highest Grade Characteristics

There were fewer UW transfers, in percentage terms, who reported their highest grade completed as 12 or less. Conversely, the UW transfer students had higher percentages than the total transfer students when reporting their highest grade completion as 13 or more.

TOTAL TRANSFER STUDENTS INTO WTCS

The UW system transfers are the largest by far of students transferring into the technical colleges. From 1991-92 through 1995-96, the UW transfers were almost 48 percent of the five-year total, and more significantly more than twice as large as the next largest group - transfers among the technical colleges which were 21 percent. Third were out-of-state transfers with 19 percent for the five-years, next-to-last were transfers from "other Wisconsin institutions" at 7 percent, and lastly were transfers from the Wisconsin Association of Independent Colleges and Universities (WAICU) with 5 percent of the total.

CREDITS TRANSFERRED FROM	04 MADI- SON	09 MIL- WAUKEE	13 NORTH- EAST	12 FOX VALLEY	08 WAUKE -SHA	02 WEST -ERN	01 CHIPPEWA VALLEY	5 NORTH CENTRAL	10 MORAIN PARK	14 MID- STATE	17 INDIAN -HEAD	11 LAKE SHORE	03 SOUTH WEST	05 BLACK- HAWK	16 NICO- LET	0 GATE- WAY	TOTAL	%
UW-MILWAUKEE	25	241	22	9	51	1	1	5	5	1	0	1	0	1	0	1	364	11.8
UW-MADISON	228	24	12	8	8	9	2	32	3	2	3	0	2	4	2	0	335	10.8
UW-OSHKOSH	45	35	59	88	12	0	3	8	21	3	1	11	2	0	5	0	293	9.3
UW-GREEN BAY	10	2	181	17	0	1	3	3	0	1	0	6	0	0	3	0	227	7.2
UW-EAU CLAIRE	37	12	14	3	6	13	99	8	5	2	21	2	2	1	1	0	224	7.1
UW-STEVENS POINT	37	12	29	21	8	7	7	20	4	53	3	8	0	2	7	0	218	6.9
UW-LA CROSSE	40	13	9	8	10	111	7	2	3	5	1	0	2	0	3	0	214	6.8
UW-WHITEWATER	65	56	17	9	22	1	0	1	9	2	1	2	1	7	1	0	194	6.2
UW-PLATTEVILLE	53	7	7	5	4	7	2	3	5	1	0	0	31	7	2	0	134	4.3
UW-STOUT	18	11	14	8	2	7	28	2	3	3	4	0	1	1	5	0	107	3.4
UW-RIVER FALLS	9	3	7	4	1	3	8	5	1	3	17	1	0	0	0	0	62	2.0
UW-PARKSIDE	8	24	2	1	5	0	0	0	1	0	0	0	0	0	0	12	53	1.7
UW-SUPERIOR	5	1	0	0	0	0	1	4	1	0	20	0	1	0	0	0	33	1.0
4-YEAR CAMPUS SUBTOTAL	580	441	373	179	127	160	161	91	61	76	71	31	42	23	29	13	2,458	78.1
UWC-WAUKESHA	7	41	0	2	55	0	0	0	0	0	0	0	0	1	1	0	107	3.4
UWC-FOX VALLEY	3	0	9	89	1	0	0	1	0	0	0	4	1	0	0	0	88	2.8
UWC-MARINETTE	4	0	56	1	1	1	0	0	0	0	0	0	0	0	0	0	63	2.0
UWC-FOND DU LAC	7	3	0	4	2	1	0	1	40	2	0	1	0	0	0	0	61	1.9
UWC-MARATHON CO	3	1	3	3	0	2	1	36	0	4	1	0	0	0	3	0	57	1.8
UWC-WASHINGTON	0	15	2	0	2	0	0	0	24	0	0	3	0	0	0	0	46	1.5
UWC-BARABOO	28	2	0	7	0	3	0	1	1	0	0	0	0	0	0	0	42	1.3
UWC-MANITOWOC	3	1	6	2	0	0	0	1	0	0	0	28	0	1	0	0	42	1.3
UWC-SHEBOYGAN	4	7	3	4	0	4	0	1	2	0	0	16	0	0	0	0	41	1.3
UWC-ROCK COUNTY	20	3	0	0	2	0	0	0	0	0	0	0	0	14	0	0	39	1.2
UWC-BARRON COUNTY	0	1	2	0	0	3	5	0	0	0	22	0	0	0	0	0	33	1.0
UWC-RICHLAND CTR	14	0	0	0	0	10	0	0	0	0	0	0	5	1	0	0	30	1.0
UWC-MARSHFIELD	1	0	1	0	0	1	0	6	0	12	0	2	0	0	0	0	23	0.7
UWC-GREEN BAY	0	1	0	7	0	0	1	0	0	0	0	0	0	0	0	0	9	0.3
UWC-MEDFORD	0	0	0	0	0	1	0	1	0	0	0	0	0	0	0	0	2	0.1
UW-EXT CENT OFF	0	0	0	0	1	1	2	0	1	0	0	0	0	0	0	0	5	0.2
UW-CENTER SUBTOTAL	94	75	82	99	64	27	9	48	68	18	23	54	6	17	4	0	688	21.9
UW TOTAL	674	516	455	278	191	187	170	139	129	94	94	85	48	40	33	13	3,146	100.0
PERCENT	21.4	16.4	14.5	8.8	6.1	5.9	5.4	4.4	4.1	3.0	3.0	2.7	1.5	1.3	1.0	0.4	100.0	

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	<u>1991-92</u>	<u>Percent Change</u>	<u>1992-93</u>	<u>Percent Change</u>	<u>1993-94</u>	<u>Percent Change</u>	<u>1994-95</u>	<u>Percent Change</u>	<u>1995-96</u>
TOTAL	2,527	- 19.1	2,044	+ 21.0	2,474	+ 8.2	2,678	+ 17.5	3,146
AGE GROUPS:									
<15-19	93	- 15.1	79	- 1.2	78	--	78	555.1	511
20-24	1,229	- 19.4	991	19.8	1,187	5.8	1,256	4.6	1,314
25-29	433	- 15.2	367	19.3	438	17.3	514	- 5.1	488
30-35	336	- 23.2	258	19.8	309	10.7	342	- 1.2	338
36-44	344	- 23.5	263	15.6	304	9.9	334	3.0	344
45-54	86	- 18.6	70	95.7	137	0.7	138	- 5.8	130
55-61	1	+700.0	7	14.3	8	37.5	11	- 54.5	5
62+	1	--	--	--	2	--	--	--	3
Not Reported	4	+225.0	9	22.2	11	- 54.5	5	160.0	13
SEX:									
Male	1,110	- 21.8	868	20.6	1,047	4.8	1,097	15.2	1,264
Female	1,411	- 20.8	1,118	26.8	1,418	11.0	1,574	19.2	1,876
Not Reported	6	+966.7	58	- 84.5	9	- 22.2	7	-14.3	6
36 ETHNIC CATEGORY:									
Am. Indian	15	- 6.6	14	35.7	19	10.5	21	- 19.0	17
Asian Am.	12	+183.3	22	4.5	23	--	23	100.0	46
Black	57	- 52.6	27	74.1	47	19.1	56	26.8	71
Hispanic	33	- 48.5	17	- 17.6	14	85.7	26	26.9	33
White	2,298	- 16.8	1,913	21.4	2,323	7.2	2,492	16.7	2,909
Not Reported	112	- 54.5	51	- 5.9	48	25.0	60	16.7	70
DISABILITY	69	- 17.4	57	78.9	102	28.4	131	- 26.7	96
HIGHEST GRADE COMPLETED:									
<12	54	+263.0	142	- 90.1	14	- 71.4	4	25.0	5
12	888	- 32.2	602	30.6	786	4.5	821	16.0	952
13	592	- 22.0	462	19.5	552	16.3	642	15.1	739
14	400	- 15.5	338	32.4	444	6.8	474	15.0	545
15	153	- 13.1	133	16.5	155	24.5	193	17.6	227
16	310	- 10.6	227	22.0	338	- 0.3	337	17.5	396
16+	122	- 26.2	90	10.0	99	- 109.1	207	- 56.7	146
Not Reported	8	--	--	--	86	--	--	--	136

**ANNUAL PERCENTAGES FOR DEMOGRAPHIC CHARACTERISTICS
OF UW STUDENTS TRANSFERRING INTO THE WTCS**

	<u>1991-92</u>	<u>1992-93</u>	<u>1993-94</u>	<u>1994-95</u>	<u>1995-96</u>
AGE GROUPS:					
<15-19	3.7	3.9	3.2	2.9	16.2
20-24	48.7	48.5	48.0	46.9	41.8
25-29	17.1	18.0	17.7	19.2	15.5
30-35	13.3	12.6	12.5	12.8	10.7
36-44	13.6	12.9	12.3	12.4	10.9
45-54	3.4	3.4	5.5	5.2	4.1
55-61	--	0.3	0.3	0.4	0.2
62+	--	--	0.1	--	0.1
Not Reported	0.2	0.4	0.4	0.2	0.4
SEX:					
Male	43.9	42.5	42.3	41.0	40.2
Female	55.9	54.7	57.3	58.8	59.6
Not Reported	0.2	2.8	0.4	0.2	0.2
ETHNIC CATEGORY:					
Am. Indian	0.6	0.7	0.8	0.8	0.5
Asian American	0.5	1.1	0.9	0.9	1.5
Black	2.3	1.3	1.9	2.1	2.3
Hispanic	1.3	0.8	0.6	1.0	1.0
White	90.9	93.6	93.9	93.0	92.5
Not Reported	4.4	2.5	1.9	2.2	2.2
DISABILITY	2.7	2.8	4.1	4.9	3.1
HIGHEST GRADE COMPLETED:					
<12	2.1	6.9	0.5	0.1	0.2
12	35.2	29.5	31.8	30.7	30.3
13	23.4	22.6	22.3	24.0	23.5
14	15.8	16.5	17.9	17.7	17.3
15	6.1	6.5	6.3	7.2	7.2
16	12.3	13.6	13.7	12.6	12.6
16+	4.8	4.4	4.0	7.7	4.6
Not Reported	0.3	--	3.5	--	4.3

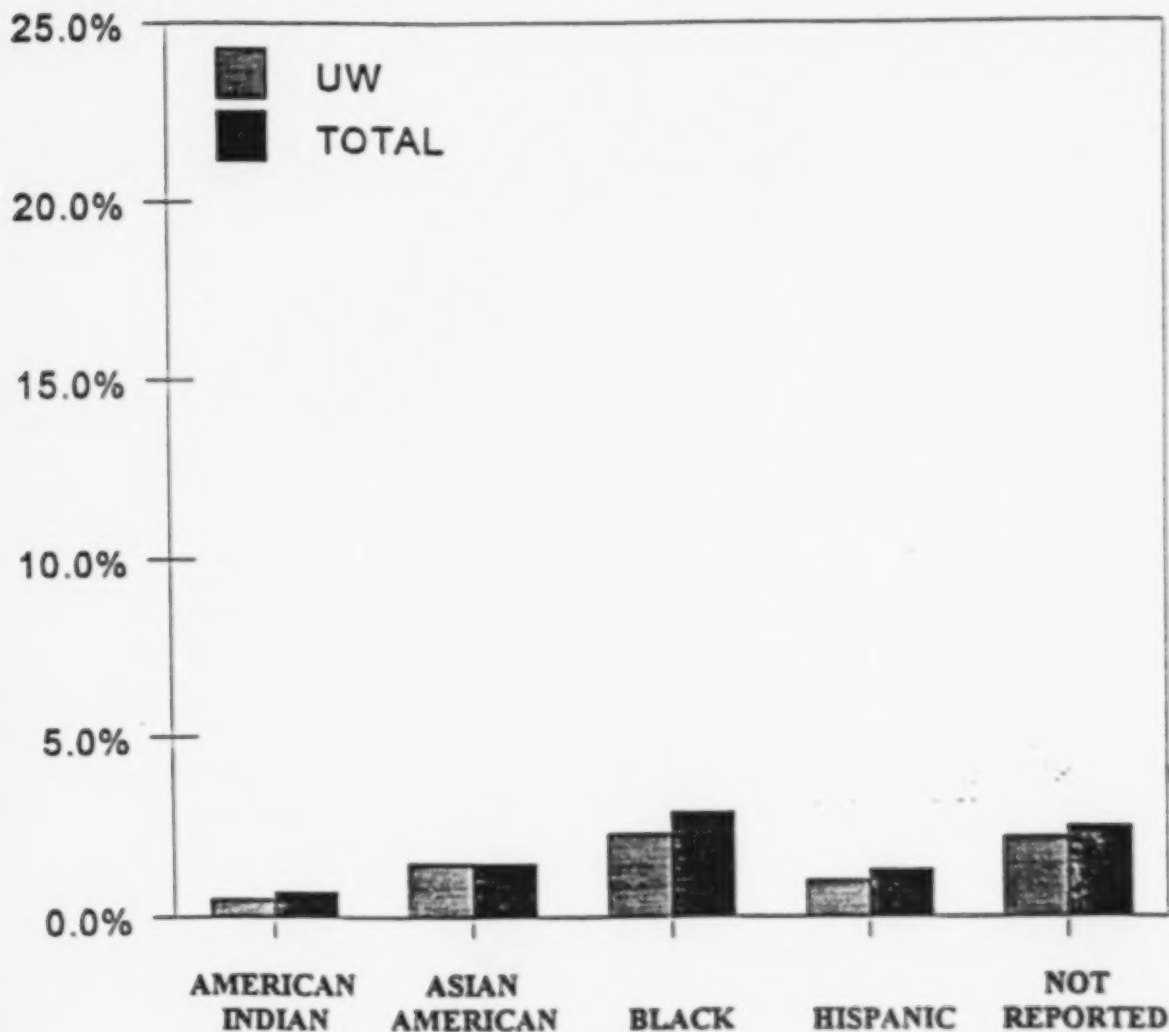
INSTITUTIONS FROM WHICH CREDITS WERE ACCEPTED: 1991-92 THROUGH 1995-96

	<u>1991-92</u>	<u>Percent Change</u>	<u>1992-93</u>	<u>Percent Change</u>	<u>1993-94</u>	<u>Percent Change</u>	<u>1994-95</u>	<u>Percent Change</u>	<u>1994-95</u>
UW	2,527	-19.1	2,044	21.0	2,474	8.2	2,678	17.5	3,146
WTCS	1,009	-13.1	877	33.8	1,173	14.5	1,343	3.8	1,394
Out-of-State	855	0.1	861	16.7	1,005	9.4	1,099	10.3	1,212
Other Wisconsin	159	270.4	430	9.3	470	-16.8	391	4.6	409
WAICU	<u>333</u>	<u>-23.7</u>	<u>254</u>	<u>24.8</u>	<u>317</u>	<u>-21.5</u>	<u>216</u>	<u>13.4</u>	<u>245</u>
TOTAL	<u>4,883</u>	<u>-8.5</u>	<u>4,466</u>	<u>21.8</u>	<u>5,439</u>	<u>5.3</u>	<u>5,727</u>	<u>11.2</u>	<u>6,406</u>

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N.9.

1995-96 UW & TOTAL TRANSFER STUDENTS BY ETHNIC CATEGORY

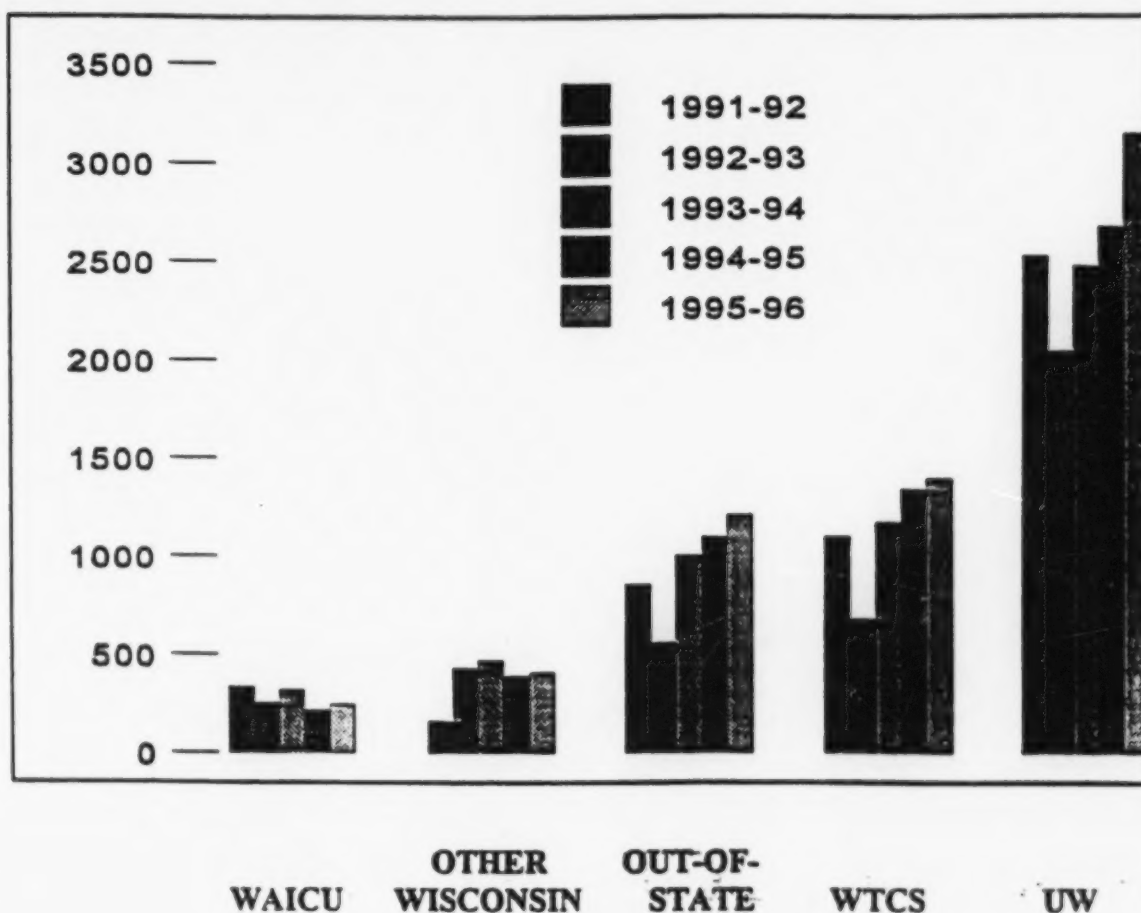


- Minority students make up a larger proportion of total transfers (6.5 percent) than transfers from the UW (5.3 percent) make up of the UW total.
- Non-minority transfers comprised 92.5 percent of UW transfers and 91.0 percent of total transfers.

1995-96 HIGHLIGHTS

- At 49 percent, UW transfer students are just under half of the total.
- Since 1991-92, total transfers have increased by 1,523 students (31 percent).
- UW transfer students have increased each year since 1992-93.
- The two-year UW-centers send almost twice as many transfers (683) to WTCS, as the next highest UW institution which is UW-Milwaukee (364).
- Madison accepted the largest number of UW transfer students (674) in 1995-96.
- Total transfers in the 19 and under age group increased from 183 to 877 students between 1994-95 and 1995-96; UW transfers in this age group increased from 78 to 511.
- Minority students are a larger proportion of total transfer students than transfers from the UW are of the UW total.

1991-96 TRANSFERS TO THE WTC SYSTEM

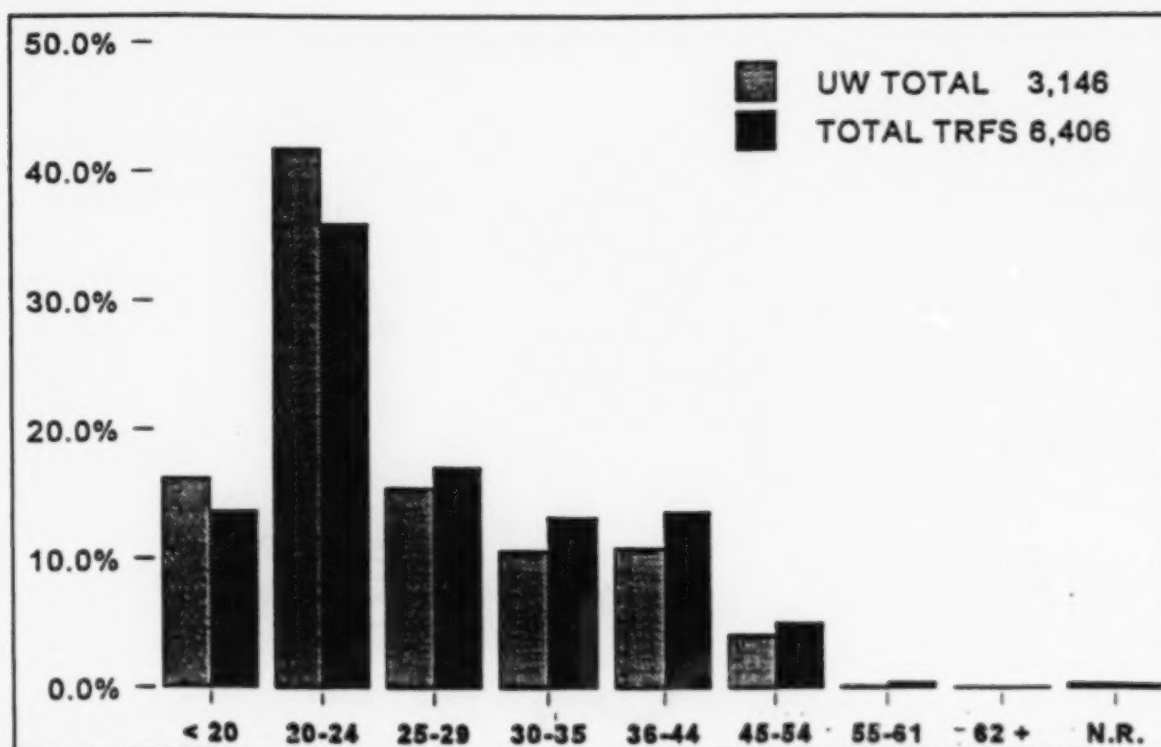


Annual Total Transfers

1991-92	4,883
1992-93	4,466
1993-94	5,439
1994-95	5,727
1995-96	6,406

- The total transfers have increased 1,523 (31 percent).
- The UW transfers have increased 619 (25 percent).

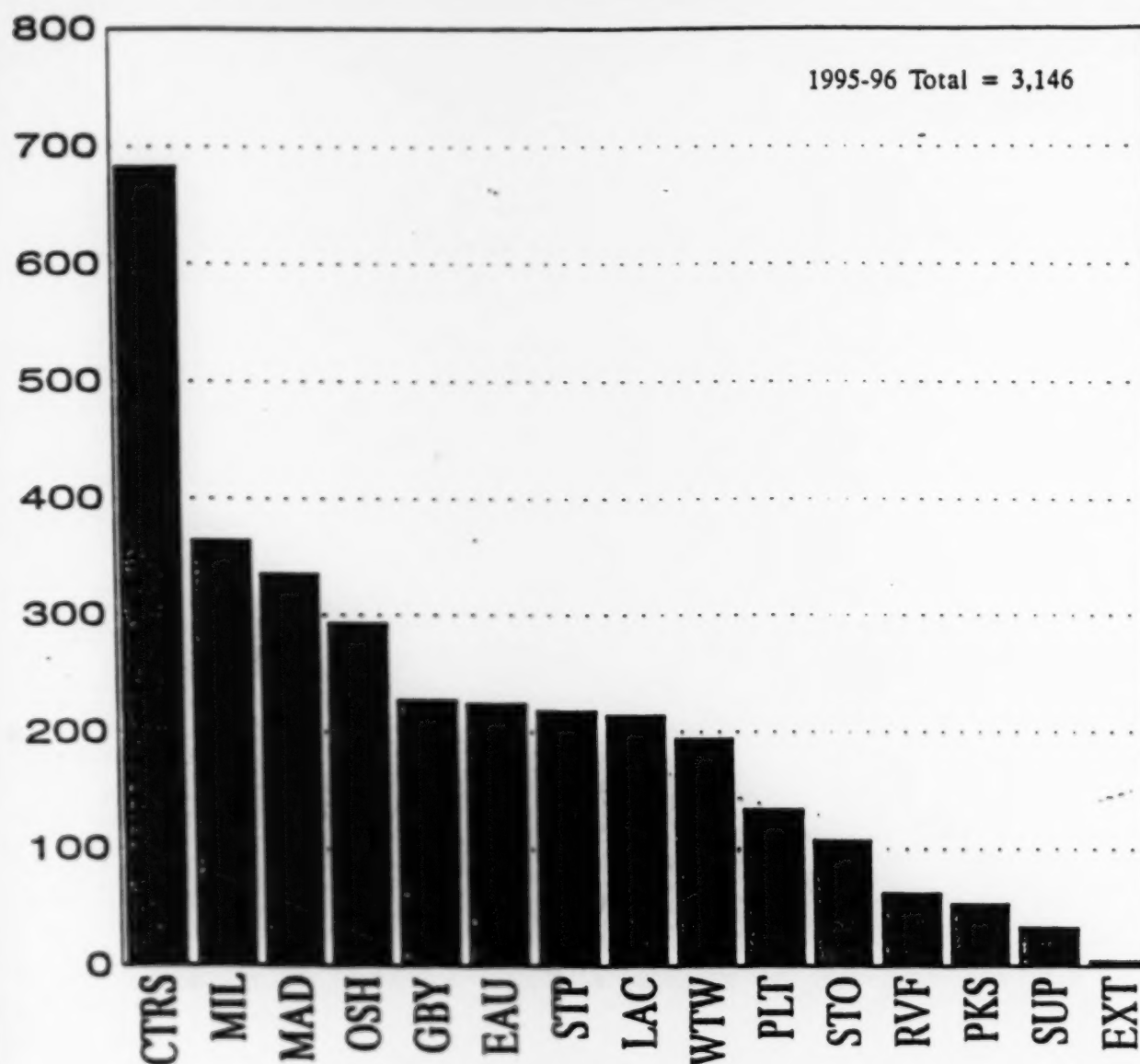
1995-96 UW & TOTAL TRANSFER STUDENTS BY AGE GROUP



- UW transfers in the less than 20 year old age group increased from 2.9 percent of all UW transfers in 1994-95 to 16.2 percent in 1995-96. Total transfers in this age group went from 3.2 to 13.7 percent.
- Most other age groups have a higher percentage of total transfers than of UW transfer students.

42

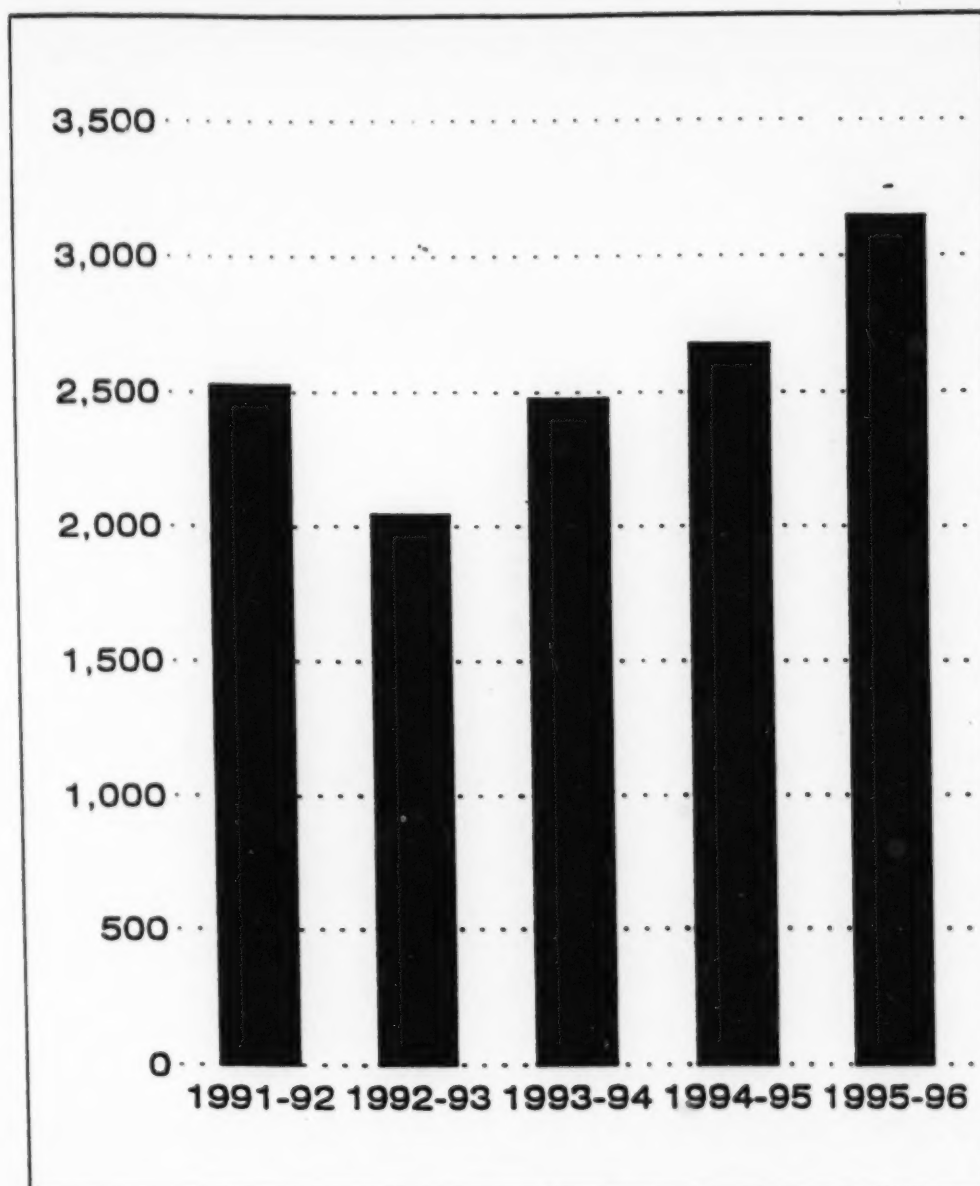
1995-96 UW TRANSFER STUDENTS BY SENDING INSTITUTION



- The two-year UW-Centers send almost twice as many transfers (683) to WTCS, as the next highest UW institution (364).
- UW-Milwaukee (364) and UW-Madison (335) rank one and two among the four year campuses in student transfers to WTCS.

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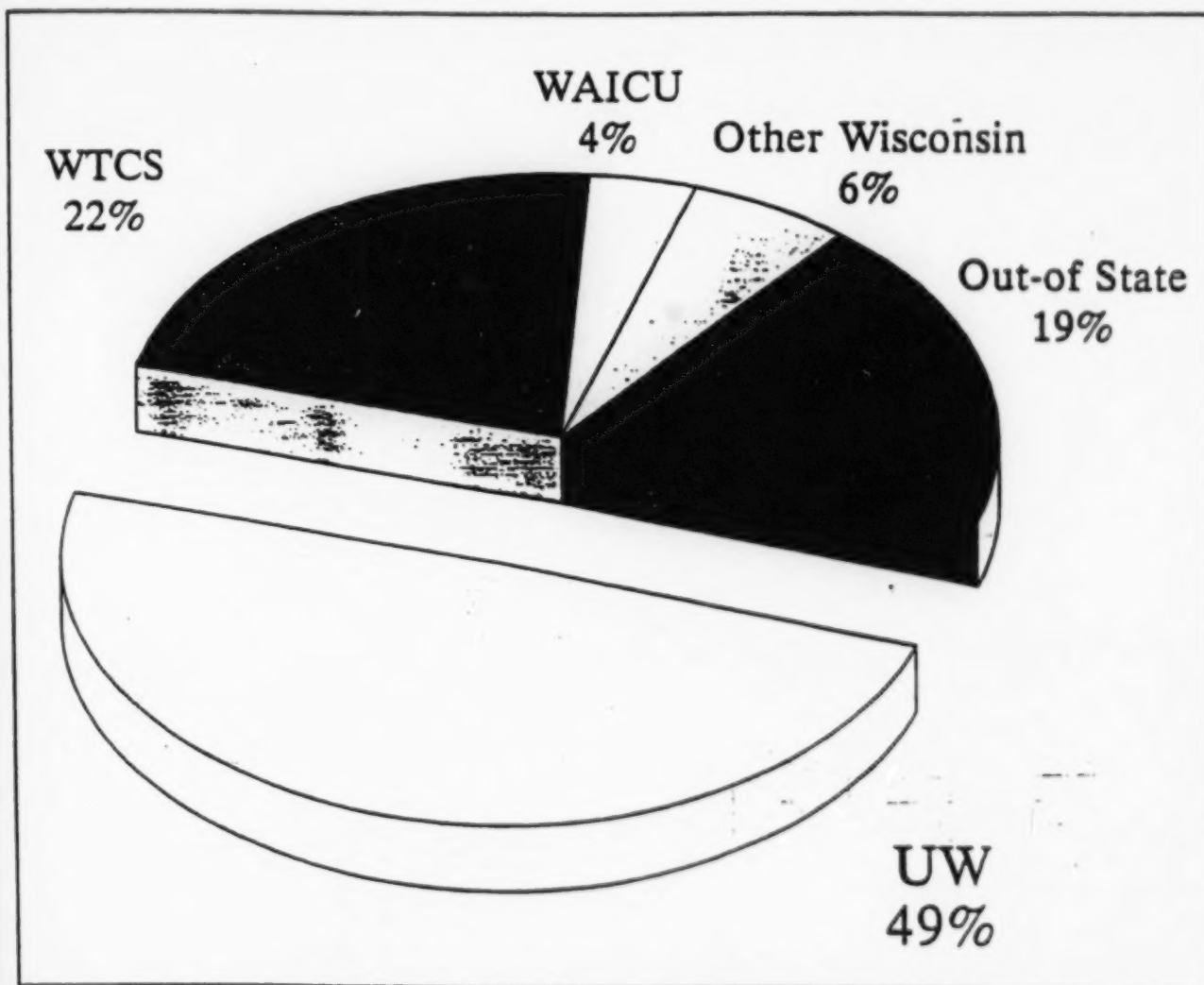
1991-96 UW TRANSFERS TO THE WTC SYSTEM



- UW transfers fell 483 students (19 percent) from 1991-92 to 1992-93.
- Since then UW transfers have increased 430 students (21 percent) in 1993-94, 204 students (8 percent) in 1994-95, and 468 students (18 percent) in 1995-96.

N.15.

1995-96 TRANSFERS INTO THE WTC SYSTEM



Annual 1995-96 Transfers = 6,406

- The largest share of transfers comes from the UW System, 49%.
- UW transfers, over the past five years have consistently been just under half of the total transfer students.

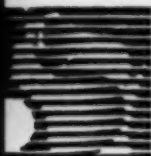
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The University of Wisconsin System

Office of Policy Analysis & Research
1530 Van Hise Hall, 1220 Linden Drive
Madison, Wisconsin 53706
(608) 262-6441 FAX (608) 265-3175

TO: Joint Administrative Committee on Academic Programs
FROM: Marilyn Rhodes and Sue Michalek
SUBJECT: WTCS Transfers: Enrollment and Graduation/Retention
DATE: October 17, 1996

In annual year 1995-96, 14,001 students transferred within and into the UW System (Figure 1). One year earlier, UW System enrolled 13,019 transfers. However, much of the increase is due to a change in the definition of transfers implemented in 1995 which provides a more accurate count of transfers within the System¹. The increase in transfers between Annual 1994-95 and 1995-96 is primarily attributed to this change in reporting.

Figure 1
Transfers to the UW System, Annual Year

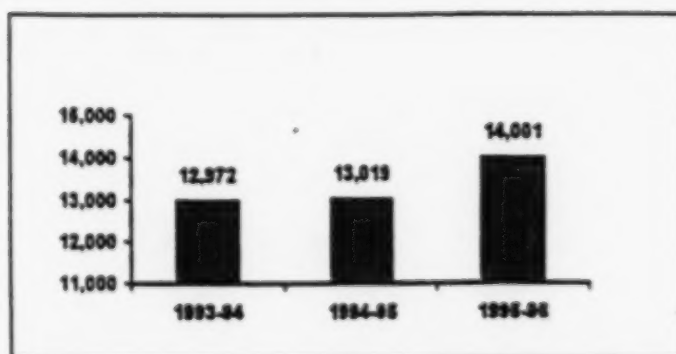
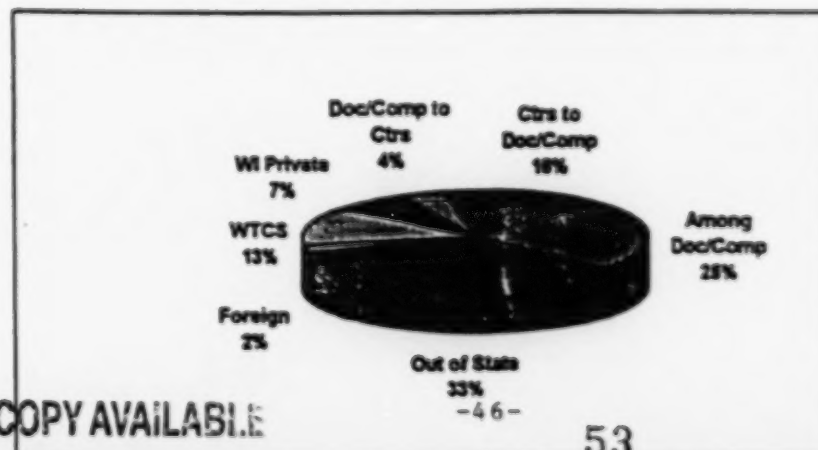


Figure 2 shows the percentage transfers within the UW System in annual year 1995-96. The percentages continue to remain stable from the previous year. The largest share of transfers come from out-of-state, 33%. WTCS transfers make up 13% of all transfers.

Figure 2
Transfers to the UW System, Annual 1995-96



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Figure 3 shows the trend in WTCS transfers to the UW System. In 1995-96, 1,844 transferred from the WTCS to UW System².

Figure 3
WTCS Transfers to UW Systemⁱⁱⁱ
Annual 1990-91 to 1995-96

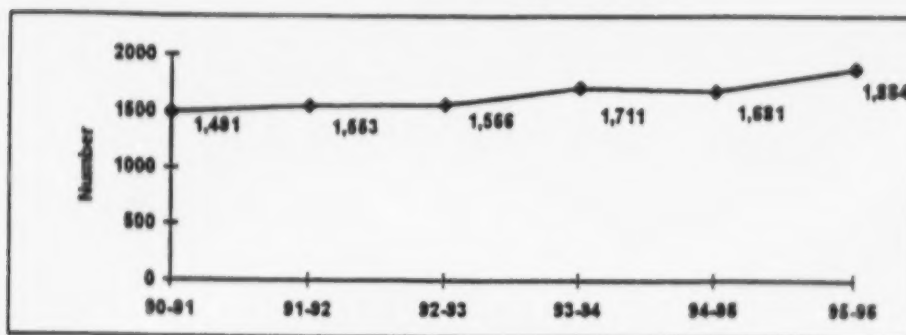
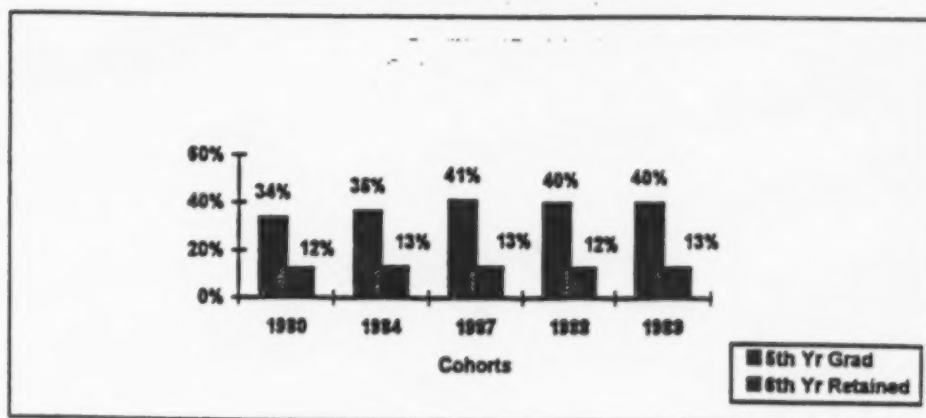


Figure 4 shows the 5th year graduation and 6th year retention rates of WTCS transfers. Graduation rates have steadily climbed since 1980 and remained stable for the 1988 and 1989 cohort. Forty percent of the 1989 cohort graduated within 5 years of transferring to the UW System, and 6th year retention rates continue to stay steady at 12-13 percent.

Figure 4
WTCS Transfers to the UW System
5th Yr Graduation and 6th Yr Retention



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Figure 5 shows a three-year trend of graduation rates for all types of transfers to the UW System. Overall, graduation rates for all transfers have stayed stable. Transfers from UW-Centers have the highest graduation rate at 68%, but their rates have declined slightly over the past few years. Out-of-state and Wisconsin private graduation rates have increased slightly. WTCS rates have remained stable.

Figure 5
Trend Comparison of Transfer 5th Yr Graduation Rates to the UW System
Fall 1987, 1988 and 1989 Cohorts

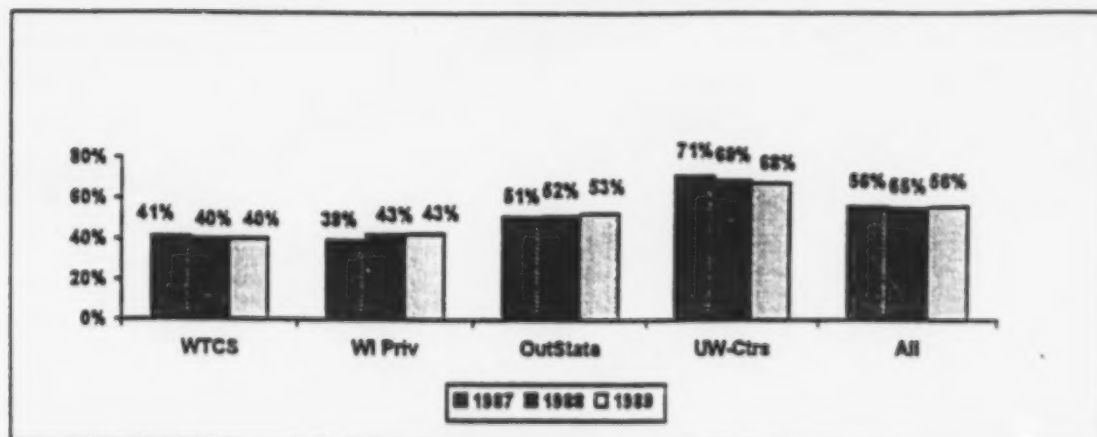


Figure 6 shows the three year trend in 6th year retention rates of transfers to the UW System. Retention rates for WTCS and UW-Centers transfers remain steady while Wisconsin private and out-of-state retention rates have increased. In general, 6th year retention rates for all transfers have remained steady.

Figure 6
Trend Comparison of Transfer 6th Yr Retention Rates to the UW System
Fall 1987, 1988 and 1989 Cohorts

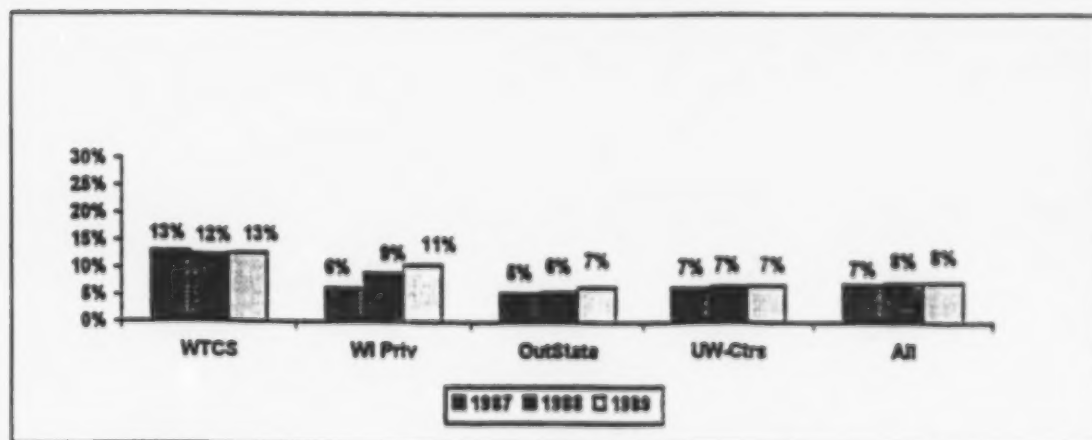
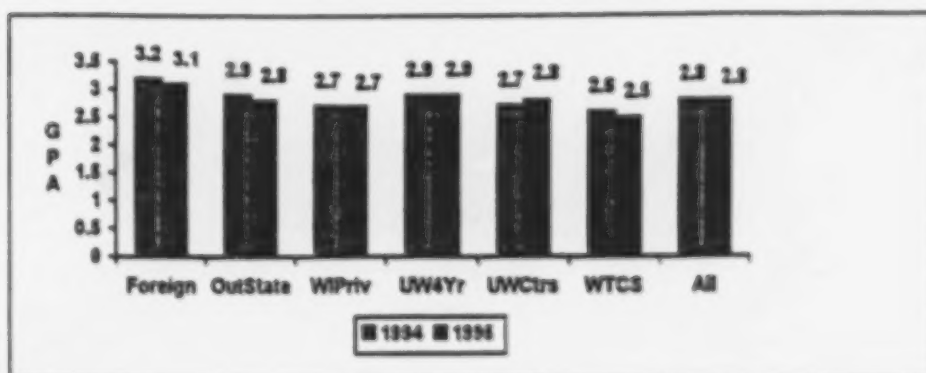


Figure 7 shows a comparison of the first semester GPA for Fall 1994 and Fall 1995 transfer entrants. Overall, there was no change in GPA between the Fall 1994 and Fall 1995 entrants (2.8 on a 4.0 scale for both years). Minor variations in GPA occurred across all transfer types during the same period.

Figure 7
First Semester GPA by Type of Transfer
Fall 1994 and Fall 1995 Entrants



cc: David J. Ward, Senior Vice President
Dan Layzell, Director
Gail Bergman, Policy and Planning Analyst
James Halloran, WTCs Board

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Endnotes

⁽¹⁾ In Fall 1995, UW System Administration changed the definition of transfer as it is reported on the Central Database. In prior years, Transfer/Re-entry students were not reported consistently across all institutions. These are students who initially enrolled in a UW institution, then transferred to another institution and earned credits, and returned to the initial institution. The new definition requires all UW institutions to report these students in the same way.

Based on the Fall 1995 definition, the percent change in total transfer enrollment between 1994-95 and 1995-96 is about 9 percent. However, when the 1995-96 data are adjusted to reflect the prior year definition of transfer, the net change is about 1 percent.

⁽²⁾ Note change in definition in Endnote ⁽¹⁾. Based on the Fall 1995 definition, the percent change of WTCs transfers to the UW System was about 11 percent. However, when the Fall 1995 data are adjusted using the prior year definition, the net change is about -3 percent.

⁽³⁾ It is estimated that 90% of WTCs transfer enrollment are from college parallel programs. It is not feasible to identify precisely the college parallel students for the following reasons: a) The UW System and WTCs admission application does not contain information on whether students are transferring from a WTCs college parallel or associate degree program. A student may enroll in a course for any reason, for college parallel or an associate degree; b) Many WTCs students take a combination of college parallel and associate degree courses. Therefore, the question remains into which group the student would fall—college parallel or associate degree; and c) The Family Education Rights and Privacy Act of 1974 (34 CFR, part 99) prohibits the release of student level data, or social security numbers.

APPENDIX D
SELECTED DISTRICT STATISTICS, JANUARY 1996

SYSTEMWIDE TARGET POPULATION ENROLLMENT

<u>Fiscal Years Systemwide</u>	<u>Total Enrollment</u>	<u>Female</u>	<u>American Indian</u>	<u>Asian</u>	<u>African American</u>	<u>Hispanic</u>	<u>White</u>	<u>Race Not Reported</u>	<u>Disabled¹</u>	<u>Acad. Disadv.¹</u>	<u>Econ. Disadv.¹</u>	<u>LEP²</u>
1985-86	438,974	237,530	2,564	4,166	12,532	2,454	373,609	43,649	7,519	44,321	38,091	3,840
1986-87	438,082	232,091	2,620	3,796	13,233	3,963	373,265	41,205	6,924	33,195	30,178	3,468
1987-88	421,666	223,245	2,795	4,606	13,833	4,127	365,428	30,877	7,141	37,038	26,416	4,134
1988-89	436,746	227,155	3,101	4,843	13,924	5,576	380,380	28,922	7,721	40,661	24,377	4,954
1989-90	447,819	233,771	3,443	5,236	15,607	6,547	387,791	29,195	7,600	49,360	27,508	5,575
1990-91	454,728	232,716	3,932	5,339	16,080	6,605	394,975	27,797	7,479	55,985	26,544	5,481
1991-92	464,435	237,333	4,453	5,846	17,133	7,731	399,106	30,166	8,223	56,876	34,818	6,154
1992-93	452,897	230,962	4,388	6,862	16,263	7,606	391,017	26,761	12,082	61,778	44,842	8,617
1993-94	438,396	223,661	4,569	6,493	17,236	7,975	372,125	29,998	13,167	76,745	42,833	8,805
1994-95	434,780	220,715	4,626	6,495	17,871	8,769	370,561	26,458	13,730	77,603	41,744	9,679

1994-95 TARGET POPULATION BY COLLEGE

Technical Colleges	Total Enrollment	Female	American Indian	Asian	African American	Hispanic	White	Race Not Reported	Disabled ¹	Acad. Disadv. ¹	Econ. Disadv. ¹	LEP ²
Chippewa Valley	25,619	12,572	98	324	98	80	24,723	296	740	3,053	3,090	336
Western	18,739	9,959	243	406	153	116	17,797	24	812	2,930	2,855	444
Southwest	9,991	5,183	19	37	14	31	9,851	39	466	1,250	1,158	93
Madison	52,661	27,834	369	748	1,557	961	38,950	10,056	1,542	5,953	3,222	1,532
Blackhawk	14,561	8,045	113	93	585	214	12,670	888	585	2,807	1,323	130
Gateway	27,012	14,013	118	161	1,840	1,476	22,829	588	811	8,299	2,155	893
Waukesha	32,124	15,651	92	247	296	688	30,755	46	922	4,492	1,526	526
Milwaukee	64,727	34,256	465	1,869	12,269	3,746	42,079	4,299	2,117	21,892	11,829	3,428
Moraine Park	19,528	10,210	129	138	301	222	18,923	2,815	645	5,106	1,636	198
Lakeshore	20,096	7,577	72	447	31	232	13,985	5,328	668	2,952	930	553
Fox Valley	43,578	18,638	344	574	247	367	40,854	1,192	793	4,376	2,482	491
Northeast	42,723	22,590	1,122	568	163	277	40,579	14	968	5,484	1,889	307
Mid-State	13,966	7,355	166	297	46	119	13,155	172	812	2,006	2,112	277
Northcentral	15,637	8,161	294	503	44	119	14,835	42	559	3,574	2,324	426
Nicolet	9,558	5,219	382	20	183	57	8,256	660	288	975	1,197	11
Indianhead	24,072	13,452	600	63	44	44	23,320	1	1,012	2,365	2,016	34

¹Uses federal Vocational Education Act definition.

²Limited English Proficient.

Selected tables from WTCS FACTS, WTCS Board, January 1996. For more recent statistics, please see the January 1997 WTCS FACTS

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SYSTEMWIDE GRADUATES

<u>Fiscal Years</u> <u>Systemwide</u>	<u>College</u> <u>Parallel</u>	<u>Associate</u> <u>Degree</u>	<u>Two-Year</u> <u>Diploma</u>	<u>One-Year</u> <u>Diploma</u>	<u>Short-Term</u> <u>Diploma</u>	<u>Total</u>
1985-86	108	8,959	662	4,506	2,264	14,499
1986-87	124	7,008	706	4,075	2,425	14,338
1987-88	133	6,781	659	3,894	2,309	13,776
1988-89	123	6,907	642	3,517	2,446	13,635
1989-90	93	6,712	667	3,566	3,227	14,265
1990-91	122	7,588	583	3,538	3,674	15,505
1991-92	145	7,484	619	3,352	4,475	16,075
1992-93	128	7,640	557	3,212	4,298	15,835
1993-94	142	7,579	590	3,220	4,271	15,802
1994-95	137	7,401	538	2,959	4,525	15,560

1994-95 GRADUATES BY COLLEGE

<u>Technical Colleges</u>	<u>College Parallel</u>	<u>Associate Degree</u>	<u>Two-Year Diploma</u>	<u>One-Year Diploma</u>	<u>Short-Term Diploma</u>	<u>Total</u>
Chippewa Valley	-	460	54	240	182	936
Western	-	493	62	172	357	1,084
Southwest	-	129	22	115	121	387
Madison	68	1,028	79	297	731	2,203
Blackhawk	-	184	17	109	330	640
Gateway	-	484	15	153	324	976
Waukesha	-	454	29	151	372	1,006
Milwaukee	55	1,271	23	384	222	1,955
Moraine Park	-	330	33	197	199	759
Lakeshore	-	295	3	150	213	661
Fox Valley	-	664	28	171	262	1,125
Northeast	-	602	32	308	264	1,206
Mid-State	-	229	21	151	228	629
Northcentral	-	386	25	102	272	785
Nicolet	14	94	2	36	84	230
Indianhead	-	298	93	223	364	978

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SYSTEMWIDE GRADUATE EMPLOYMENT STATUS¹

<u>Fiscal Years Systemwide</u>	<u># Of Graduates</u>	<u># In Labor Force</u>	<u># Employed (%)</u>	<u># Employed² Related (%)</u>	<u>% Employed in Wisconsin</u>	<u>Median Monthly Salary</u>
1984-85	14,844	11,858	10,466 (88%)	8,716 (83%)	86%	\$1,039
1985-86	14,499	11,688	10,383 (89%)	8,796 (85%)	89%	\$1,075
1986-87	14,338	11,433	10,395 (91%)	8,830 (85%)	89%	\$1,125
1987-88	13,776	11,202	10,380 (93%)	8,920 (86%)	90%	\$1,204
1988-89	13,635	11,026	10,302 (93%)	8,985 (87%)	91%	\$1,246
1989-90	14,265	11,448	10,626 (93%)	8,965 (84%)	90%	\$1,299
1990-91	15,505	11,268	10,259 (91%)	8,470 (83%)	92%	\$1,386
1991-92	16,075	12,439	11,354 (91%)	9,159 (81%)	92%	\$1,399
1992-93	15,835	12,131	11,184 (92%)	8,955 (80%)	92%	\$1,473
1993-94	15,802	11,963	11,194 (94%)	8,996 (80%)	92%	\$1,559

1993-94 GRADUATE EMPLOYMENT STATUS¹ BY COLLEGE

<u>Technical Colleges</u>	<u># of Graduates</u>	<u># In Labor Force</u>	<u># Employed (%)</u>	<u># Employed² Related (%)</u>	<u>% Employed In Wisconsin</u>	<u>Median Monthly Salary</u>
Chippewa Valley	874	641	590 (92%)	465 (79%)	90%	\$1,437
Western	1,053	857	801 (93%)	635 (79%)	90%	\$1,369
Southwest	392	301	283 (94%)	245 (87%)	92%	\$1,299
Madison	2,254	1,182	1,093 (92%)	876 (80%)	97%	\$1,601
Blackhawk	626	456	435 (95%)	321 (74%)	84%	\$1,490
Gateway	1,033	647	586 (91%)	452 (77%)	67%	\$1,638
Waukesha	918	814	784 (96%)	583 (74%)	96%	\$1,607
Milwaukee	2,029	1,612	1,512 (94%)	1,217 (80%)	98%	\$1,819
Moraine Park	818	649	618 (95%)	541 (88%)	97%	\$1,646
Lakeshore	675	530	513 (97%)	453 (88%)	98%	\$1,560
Ox Valley	1,166	1,012	944 (93%)	739 (78%)	94%	\$1,560
Northeast	1,324	1,228	1,131 (92%)	962 (85%)	95%	\$1,560
Mid-State	595	487	461 (95%)	363 (79%)	91%	\$1,386
Northcentral	809	606	578 (95%)	442 (76%)	92%	\$1,495
Vicolet	273	217	202 (93%)	143 (71%)	93%	\$1,299
Indianhead	963	723	662 (92%)	558 (84%)	76%	\$1,421

¹Approximately six months after graduation.

²Includes respondents who reported being employed in an occupation related to their technical college training.

OPERATIONAL COST¹ BY AID CATEGORY

<u>Fiscal Years</u> <u>Systemwide</u>	<u>College</u> <u>Parallel</u>	<u>Postsecondary</u>		<u>Continuing Education</u>			<u>Total</u>
		<u>Associate</u> <u>Degree</u>	<u>Vocational</u>	<u>Vocational-</u> <u>Adult</u>	<u>Community Services²</u> <u>Cooperative</u> <u>Services</u>	<u>District</u> <u>Services</u>	
1985-86	8,282.5	143,850.2	102,025.4	35,076.1	1,526.9	5,029.2	295,790.3
1986-87	9,675.4	148,803.4	109,502.6	38,073.3	1,087.6	4,330.7	311,473.0
1987-88	10,332.6	157,407.2	115,564.9	39,046.5	842.4	3,976.5	327,170.1
1988-89	11,907.9	172,577.2	120,591.1	43,101.3	1,021.6	3,725.0	352,924.2
1989-90	15,069.3	187,043.7	127,076.8	49,448.4	864.0	3,301.1	382,803.4
1990-91	17,684.0	198,411.4	133,819.3	51,469.0	745.8	3,078.4	405,207.9
1991-92	20,124.0	214,425.1	141,243.5	51,741.3		2,940.3	430,474.2
1992-93	23,843.6	232,220.4	158,139.1	39,665.3		2,940.8	456,809.2
1993-94	25,890.0	247,948.6	161,042.8	42,097.0		2,524.3	479,502.7
1994-95	28,351.0	259,817.9	169,449.3	44,267.0		2,386.8	504,272.0

1994-95 OPERATIONAL COST¹ BY COLLEGE

Technical Colleges	College Parallel	Postsecondary		Continuing Education		Total
		Associate Degree	Vocational	Vocational- Adult	Community Services	
Chippewa Valley	—	13,014.6	10,531.9	2,817.2	—	26,363.7
Western	—	13,660.5	8,844.8	1,411.9	47.4	23,964.6
Southwest	—	4,352.0	4,313.1	1,120.9	9.0	9,794.9
Madison	10,810.1	30,677.4	14,194.5	6,171.0	761.6	62,614.6
Blackhawk	—	7,437.7	6,357.5	1,231.2	76.2	15,102.7
Gateway	—	21,528.4	11,988.1	2,495.3	26.8	36,038.6
Waukesha	—	19,781.2	12,346.4	3,796.1	301.7	36,225.4
Milwaukee	15,075.8	52,097.8	32,531.3	6,855.8	571.8	107,132.6
Moraine Park	—	13,023.3	9,697.3	1,250.0	39.0	24,009.6
Lakeshore	—	8,789.1	6,282.3	2,701.7	11.4	17,784.5
Fox Valley	—	24,528.0	13,210.9	5,032.2	206.8	42,977.9
Northeast	—	16,209.9	12,484.1	4,051.4	234.3	32,979.7
Mid-State	—	8,029.9	6,170.3	892.4	40.6	15,133.2
Northcentral	—	11,809.2	7,603.8	1,451.6	—	20,864.6
Nicolet	2,465.1	4,468.9	3,046.1	1,153.6	20.7	11,154.4
Indianhead	—	10,410.0	9,846.9	1,834.7	39.5	22,131.0

¹In thousands; figures may not always add due to rounding.

²In 1991-92, Cooperative Services and District Services were combined into one aid category, Community Services.

1985-95 COLLEGE PARALLEL PROGRAM

<u>Fiscal Years Systemwide</u>	<u>College Parallel FTE's</u>	<u>Total FTE's</u>	<u>Percent of Total FTE's in College Par.</u>	<u>Dollars Spent on College Par.</u>	<u>Total Operational Budget</u>	<u>Percent of Operational Budget Spent on College Par.</u>
1985-86	2,129	57,935	3.7	8,282,500	295,790,300	2.8
1986-87	2,275	58,091	3.9	9,675,400	311,473,000	3.1
1987-88	2,539	56,648	4.5	10,332,600	327,170,100	3.2
1988-89	2,791	57,893	4.8	11,907,900	352,924,200	3.4
1989-90	3,465	60,183	5.8	15,069,300	382,803,400	3.9
1990-91	3,943	61,068	6.5	17,684,000	405,207,900	4.4
1991-92	4,505	62,885	7.2	20,124,000	430,474,200	4.7
1992-93	4,777	61,397	7.8	23,843,600	456,809,200	5.2
1993-94	4,907	60,715	8.1	25,890,000	479,502,700	5.4
1994-95	4,945	59,156	8.4	28,351,000	504,272,000	5.6

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1994-95 COLLEGE PARALLEL PROGRAM BY COLLEGE

<u>Technical Colleges</u>	<u>College Parallel FTE's</u>	<u>Total FTE's</u>	<u>Percent of Total FTE's in College Par.</u>	<u>Dollars Spent on College Par.</u>	<u>Total Operational Budget</u>	<u>Percent of Operational Budget Spent on College Par.</u>
Madison	2,007	8,297	24.2%	\$10,810,100	\$ 62,614,600	17.3%
Milwaukee	2,674	13,302	20.1	\$15,075,800	\$107,132,600	14.1
Nicolet	264	1,038	25.4	\$ 2,465,100	\$ 11,154,400	22.1

1994-95 BASIC SKILLS COURSES. BY COLLEGE

<u>Technical Colleges</u>	<u>Unduplicated Headcount</u>	<u>FTE Students</u>	<u>Allocated Cost¹</u>
Chippewa Valley	2,961	265	2,849,500
Western	2,526	420	3,007,800
Southwest	1,141	104	824,400
Madison	5,837	547	3,478,400
Blackhawk	2,309	235	2,446,700
Gateway	7,794	768	5,682,500
Waukesha	5,044	427	4,685,200
Milwaukee	20,160	2,235	17,708,500
Moraine Park	4,752	267	2,110,100
Lakeshore	3,290	400	3,175,000
Fox Valley	4,521	570	5,234,900
Northeast	5,901	431	3,383,400
Mid-State	1,974	356	2,228,200
Northcentral	3,455	461	3,617,500
Nicolet	946	136	1,447,900
Indianhead	2,987	189	2,114,500

¹Allocated costs were obtained by multiplying each college's basic skills FTE students by their general education cost per FTE for the vocational (aid codes 33 and 36) and vocational-adult (aid codes 43 and 46) categories as appropriate, and summing the resultant products.

²Basic skills represented 17.4 percent of the systemwide headcount, 13.2 percent of the FTE students, and 12.7 percent of the operational cost.

BASIC SKILLS COURSES

<u>Fiscal Years Systemwide</u>	<u>Unduplicated Headcount</u>	<u>FTE Students</u>	<u>Allocated Cost¹</u>
1985-86	49,230	5,400	22,491,600
1986-87	50,368	5,672	28,164,800
1987-88	51,197	5,780	31,384,600
1988-89	58,301	6,739	37,737,600
1989-90	66,807	8,341	46,044,700
1990-91	72,211	8,305	50,116,700
1991-92	74,381	8,358	53,040,600
1992-93	75,542	7,780	58,376,600
1993-94	74,864	7,664	59,593,400
1994-95 ²	75,598	7,811	63,994,500



DISTRICTS AND CAMPUSES

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